Collaboratively Designing and Implementing High Quality 9-16 Pathways
Welcome and Introductions

- Kris Palmer - Career Ladders Project
- Katie Barr - NCCPA
- Rebecca Lacocque - East Bay Career Pathways
- Robert Curtis - ConnectEd
Introductions- Pair Share

• What district or organization do you work with?
• What is your role?
• What is a key challenge or question you are dealing with related to Linked Learning?
Who’s in the room?
Outcomes

1. Learn about a framework for 9-16 pathway design and college transition resources and tools.

2. Touch on research-based strategies for developing K16 pathways

3. Understand how some of these strategies have been implemented in specific contexts
How and Why We Developed the Framework

1. Need to address student losses
2. CCPT: Gives opportunities for new and improved collaborations between K12 and CCs
3. Lack of clear shared understanding of what is a high quality K14/16 pathway.
4. Need for research, tools and resources to support implementation and development.
Components of High Quality Pathways

A comprehensive four-year program of study integrating:

• Rigorous academics
• Real-world technical skills
• Work-based learning
• Personalized supports
MAJORITY OF ALL STUDENTS & STUDENTS OF COLOR LAND IN THE COMMUNITY COLLEGE SYSTEM

Enrollment by Ethnicity: 2010

- **California Community Colleges**
  - Total Enrollment: 1,529,595
  - Latinos: 513,729
  - African Americans: 114,614

- **California State University**
  - Total Enrollment: 348,205
  - Latinos: 100,342
  - African Americans: 18,205

- **University of California**
  - Total Enrollment: 179,245
  - Latinos: 31,838
  - African Americans: 6,477
Multiple Measures
Improving Placement and Reducing Remediation

Long Remedial Sequence: Important Barrier to Students Accessing Pathways Courses

• About two thirds of all CC students in CA and nationally are assigned to remediation (Scott-Clayton 2012)
• The majority of students assigned to remedial courses do not complete their sequence.
• One third of students in remediation could have earned a B or higher. (Scott-Calyton, Crosta & Belfield 2012)
• Using GPA can substantially improve placement accuracy e.g. Cut sever error rate by half (Crosta & Belfield 2012)
For Improved Placement, we are working with our K12 partners to sign MOU’s with their feeder community college(s) in order to facilitate student-level data sharing. Our college partners’ English and math departments are developing decision rules for how to use the transcript information being shared by K12’s along with other criteria.

Please find here the presentation from John Hetts regarding Multiple Measures for Improved Placement: Improved Placement (Hetts)

Sample MOU for Data Sharing for Improved Placement (K-12 to Community College): Data-Sharing-Agreement-Peralta-CC-AUSD-Final1 (3)

Career Ladders Project Improved Placement Brief: CLP Improved Placement Brief

http://eastbaycareerpathways.org/improved-placement-data-sharing/
Greater Structure: Pathway Mapping and Program of Study
Navigating College and Career Readiness

Career
Community Colleges
CSU/UC
Jobs
K12
Students

ConnectEd
The California Center for College and Career

Career Ladders Project
Lack of Structure

“For many students at community colleges, finding a path to a degree completion is the equivalent of navigating a shapeless river on a dark night.”
Scott-Clayton (2015)
What is Pathway mapping

- Powerful **process** to identify, align, and strengthen K14 pathways across systems

- A way to communicate the benefits of pathway education to all stakeholders

- Roadmap to high quality pathways

- Identify gaps
Benefits of Pathway Mapping

1. Identify gaps in the current pathway
2. Design includes program of study, transitions, post sec. completion, WBL & industry engagement.
3. Creates a clearer/bigger picture of the pathway
4. Communicate importance of pathway education to ALL stakeholders
5. Inform or leverage other funding sources/initiative (i.e. Perkins Funding, CCSS, NGSS)
Why is the Program of Study so important?

- Sets the direction for the pathway
- Clarifies the vision of where you are going
- Becomes the marketing tool for students and parents
- Helps to determine where the pathway outcomes will be taught
- Informs the master schedule development
# Architecture, Construction, & Engineering

## Sample Pathway

<table>
<thead>
<tr>
<th></th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
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<td>English</td>
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<td>English 3</td>
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<td>For. Lang</td>
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<td>Construction Technology</td>
<td>Computer Aided Design</td>
<td>Engineering Design and Development</td>
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<td>WBL</td>
<td>Company Tour</td>
<td>Job Shadow</td>
<td>Project for a company</td>
<td>Internship</td>
</tr>
</tbody>
</table>
Linked Learning looks different in different contexts

- NCCPA: 6 Counties – doing 6 different things through a regional CCPT grant

- Needs:
  - Faculty collaboration
  - Course alignment
  - Promotion/recruitment for pathway
  - WIB/industry involvement
Building the Path
Pathway Mapping - NCCPA

- Each map will look different – but can key elements will be “standard”
  - POS
  - WBL activities
  - Student Supports

- Industry has voice in the process

- Place to start and envision the future of the pathway

- Build collaborative efforts among the Alliance at faculty level
Greater Structure and Improved Course Sequence (K12)

<table>
<thead>
<tr>
<th>Pathway(s):</th>
<th>College(s):</th>
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<tbody>
<tr>
<td>INDUSTRY CERTIFICATION</td>
<td>AA/AS Degree/Transfer</td>
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<tr>
<td>Advance Level</td>
<td>Job AND WAGIS</td>
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<td>Mid Level</td>
<td>Advance Level</td>
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<td>Entry Level</td>
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<td>Entry Level Certificate</td>
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<th>Academic Courses</th>
<th>Outcomes</th>
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<th>Work-based Learning</th>
<th>Integrated Projects</th>
<th>Student Supports</th>
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<tr>
<td>10</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
The Case of CCC-WCCUSD

Public Service and Law Pathway
Pathway(s): Public Service and Law  College: Contra Costa College

DRAFT DATE: 9/23/2015

BA/BS Degree/Transfer

- I.A/I.B. Pre-Law Major options
- I.B. Criminal Justice Administration CSU East Bay
- Police Academy, min age 21, A.S. plus B.A.

INDUSTRY CERTIFICATION

- National Security Associate
- POST (Peace Officer Standards and Training) Commission

AA/A.S Degree/Transfer

- A.A. Political Science
- A.S. Administration of Justice: Corrections
- A.S. Administration of Justice: Law Enforcement
- A.S. and A.S.T. Administration of Justice

General Education

J O B S  &  W A G E S

- Probation Officer, Correctional Treatment Specialist: requires B.A. Degree, $27-$30/hr
- Corrections Officer: $21-$24/hr
- Police Patrol Officer: $19-$22/hr
- Juvenile Correctional Officer: Degree in Corrections $14-$17/hr

Pre-Law Pathway

- Mid-Level Certificate

- Pre-Area Certificate

- Law Enforcement Certificate of Achievement
- Corrections Certificate of Achievement
- Homeland Security Certificate of Achievement
- Loss Prevention Certificate of Achievement

ADJUS, required courses

- Security Academy, ADJUS 164 Coop Ed

Entry Level Certificate

- Security Specialist, 12 units

Summer Bridge

Transition Supports and Activities for West Contra Costa Unified School District Students (includes Summer Bridge Prep)

DE ANZA H.S. LAW ACADEMY
PINDLE VALLEY H.S. LAW & JUSTICE ACADEMY
RICHMOND H.S. LAW & JUSTICE ACADEMY
### Pathway(s): Public Service and Law

#### DE ANZA H.S. LAW ACADEMY

<table>
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<tr>
<th>Courses</th>
<th>WBL</th>
<th>Project/Student Support</th>
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<td>Dual Enrollment: ADJUS 139 Law and Democracy</td>
<td>Service Learning Project with outside entity in law as Graduation Requirement</td>
<td>CCC Application &amp; Early Assessment CCC Faculty visits</td>
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<td>Capstone</td>
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#### PINOLE VALLEY H.S. LAW & JUSTICE ACADEMY

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<tbody>
<tr>
<td>Criminal Justice (Capstone) (RDP)</td>
<td>Service Learning Project with outside entity in law as Graduation Requirement</td>
<td>CCC Application &amp; Early Assessment CCC Faculty visits</td>
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#### RICHMOND H.S. LAW & JUSTICE ACADEMY

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<td>Dual Enrollment: ADJUS 139 Law and Democracy</td>
<td>Service Learning Project with outside entity in law as Graduation Requirement</td>
<td>CCC Application &amp; Early Assessment CCC Faculty visits</td>
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<tr>
<td>CCC Faculty visits</td>
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### College: Contra Costa College

#### Intro to Law

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<tbody>
<tr>
<td>Mack Trial County-wide Competition, Martinez Courthouse Grades 10-12</td>
<td>Summer Legal Fellowship Intern Program through Baill Law School/Cal Grades 11-12</td>
<td>CCC Faculty visits</td>
</tr>
<tr>
<td>Guest Speakers from police, district attorneys, and public defenders Grades 10-12</td>
<td>CCC Faculty visits</td>
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#### Law & Justice

<table>
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<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>Law Enforcement Careers (RDP)</td>
<td>Summer Legal Fellowship Intern Program through Baill Law School/Cal Grades 11-12</td>
<td>CCC Faculty visits</td>
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<tr>
<td>Appellate Court Case observation in San Francisco Grades 11-12</td>
<td>CCC Faculty visits</td>
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#### Forensic Science

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<th>Courses</th>
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<tbody>
<tr>
<td>Forensic Science</td>
<td>Tour of Forensic Science Crime Lab</td>
<td>CCC Faculty visits</td>
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**DRAFT DATE: 9/23/2015**
## Course Sequence

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<tr>
<th>Grade</th>
<th>Course/Program Titles</th>
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<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Academy-specific courses/Introduction to Law</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Academy-specific courses/Introduction to Law</td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>ADJUS 121: Concepts of Criminal Law (3 units)</td>
</tr>
<tr>
<td></td>
<td>ADJUS 122: Criminal Procedures (3 units)</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>ADJUS 135: Law and Democracy (3 units)</td>
</tr>
<tr>
<td>Community College</td>
<td>Administration of Justice; Political Science; Pathway to Law School</td>
</tr>
</tbody>
</table>

Source: Director of Workforce Development Kelly Schelin, Contra Costa College
# Funding Sources

<table>
<thead>
<tr>
<th>Grant/Initiative</th>
<th>Funding Source</th>
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<tbody>
<tr>
<td>CA Community College Linked Learning Initiative (CCCLLI)</td>
<td>Irvine Foundation Career Ladders Project</td>
</tr>
<tr>
<td>CA Career Pathways Trust (CCPT)</td>
<td>California Department of Education</td>
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<tr>
<td>Student Success and Support Program (SSSP)</td>
<td>CCCC CO</td>
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<tr>
<td>Hispanic-Serving Institutions STEM (Title III, Part F)</td>
<td>U.S. Department of Education</td>
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<tr>
<td>K-12 Linked Learning Initiative</td>
<td>Irvine Foundation</td>
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<tr>
<td>FTES</td>
<td>CCCC CO</td>
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</tbody>
</table>

Source: Director of Workforce Development Kelly Schelin, Contra Costa College
Pathway structure: Challenge, Strategy, Questions?
Dual Enrollment
Dual Enrollment

✔ Dual Enrollment is Effective:
  • Students are more likely to graduate from HS
  • More likely to enroll in college
  • More likely to pursue a bachelor’s degree
  • More likely to persist in college
  • Less likely to take basic skills courses in college


• Dual Enrollment helps high school students see themselves as college students and prepare for college level work (Karp 2008)
Secondary & Postsecondary Partners

K-12 Districts
- Alameda Unified School District
- Albany Unified School District
- Berkeley Unified School District
- Castro Valley Unified School District
- Emery Unified School District
- Hayward Unified School District
- Oakland Unified School District
- Piedmont Unified School District
- San Leandro Unified School District
- San Lorenzo Unified School District
- West Contra Costa Unified School District
- Alameda County Office of Education

Community Colleges
- Berkeley City College
- Chabot College
- College of Alameda
- Contra Costa College
- Laney College
- Merritt College
- Cal State East Bay and UC Berkeley as unfunded post-secondary partners
# EAST BAY CAREER PATHWAYS CTE CHAMPIONS

<table>
<thead>
<tr>
<th>WHO</th>
<th>CAREER TECHNICAL EDUCATION TEACHING FACULTY</th>
</tr>
</thead>
</table>
| WHAT | *Partner with college faculty and feeder high school CTE faculty to focus on one or more of the following:*
| | ➢ **DESIGN / STRENGTHEN COLLEGE AND CAREER PATHWAYS**
| | • Work together with college faculty and feeder high school teachers to align pathway programs with community college career pathway programs and workforce needs.
| | • Identify or create opportunities for early college credit (dual / concurrent enrollment, articulated credit, and credit-by-exam).
| | • Identify teacher and faculty learning opportunities like externships, site-visits.
| | ➢ **SCALE UP WORK-BASED LEARNING**
| | • Inform, build and/or align industry advisory boards.
| | • Coordinate employer outreach with high school partners.
| | • Identify work-based learning opportunities for students.
| | ➢ **EASE HIGH SCHOOL TO COMMUNITY COLLEGE TRANSITIONS**
| | • Plan visits for high school career pathway students to community college sites.
| | • Develop Bridge programs to onboard students and enable early college credit.
| HOW | Meet together in Local Pathway Action Teams (LPATs): Community College CTE Faculty will meet with High School CTE Faculty from feeder high schools monthly to co-develop highly-focused goals. All faculty will be compensated for their efforts in these meetings and for work required outside these meetings.
| WHY | Graduation, Employment, Healthy Communities
| | • Better prepare students to make college and career choices
| | • Increase high school graduation and college completion rates
| | • Increase college enrollment, especially in career pathway programs
| | • Enable students to earn certificates and credentials along their career path
| | • Motivate, engage, and inspire students
Faculty-to-Faculty (LPAT’s)

http://eastbaycareerpathways.org/resources-2/
### Local Pathway Action Teams

<table>
<thead>
<tr>
<th>SUBREGION</th>
<th>SECTOR</th>
<th>Facilitator</th>
<th>Institutional Facilitator</th>
<th>Staff Support</th>
<th>Work Sessions</th>
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<tbody>
<tr>
<td>CCC</td>
<td>HBS</td>
<td>Michael Williamson, <a href="mailto:mwilliamson@careerladdersproject.org">mwilliamson@careerladdersproject.org</a> *</td>
<td>Kelly Schelin, <a href="mailto:KSchelin@contracosta.edu">KSchelin@contracosta.edu</a>; Mary Kadri, <a href="mailto:MKadri@wcssd.net">MKadri@wcssd.net</a></td>
<td>x</td>
<td>3rd Monday 3:30-5:00 or 3rd Friday 3:30-5:00 (alternating days every other meeting)</td>
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<tr>
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<td>4th Tuesdays 3:30-5:00</td>
</tr>
<tr>
<td>CCC</td>
<td>EAM</td>
<td>Tiffany Grant, <a href="mailto:tegrantconsulting@gmail.com">tegrantconsulting@gmail.com</a> *</td>
<td>Mayra Padilla, <a href="mailto:mpadilla@contracosta.edu">mpadilla@contracosta.edu</a></td>
<td>x</td>
<td>1st Friday 3:30-5:00</td>
</tr>
<tr>
<td>PCCD</td>
<td>Health</td>
<td>Jennie Mollica, <a href="mailto:jennie@jenniemollica.com">jennie@jenniemollica.com</a> *</td>
<td></td>
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<td>1st Wednesdays 3:30 - 6:00</td>
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<tr>
<td>PCCD</td>
<td>LAW PS</td>
<td>Kris Palmer, <a href="mailto:kpalmer@careerladdersproject.org">kpalmer@careerladdersproject.org</a> *</td>
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</tr>
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<td>PCCD</td>
<td>ICT-DM</td>
<td>Olivia Hemford, <a href="mailto:ohemford@mpict.org">ohemford@mpict.org</a> *</td>
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<td>PCCD</td>
<td>EAM</td>
<td>Tiffany Grant, <a href="mailto:tegrantconsulting@gmail.com">tegrantconsulting@gmail.com</a> *</td>
<td>Mark Martin, <a href="mailto:mark.martin@design4x.com">mark.martin@design4x.com</a></td>
<td>x</td>
<td>1st Wednesdays 3:30 - 6:00</td>
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<tr>
<td>Chabot</td>
<td>HBS</td>
<td>Jennie Mollica, <a href="mailto:jennie@jenniemollica.com">jennie@jenniemollica.com</a> *</td>
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<td>LAW PS</td>
<td></td>
<td>Barbara Billich, <a href="mailto:BBILLICH@slzusd.org">BBILLICH@slzusd.org</a> * and Evan Goldberg, <a href="mailto:agoldberg@edenrop.org">agoldberg@edenrop.org</a></td>
<td>Brook Sinclair</td>
<td>2nd Thurs of the month, 1:30 - 3:30</td>
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<tr>
<td>Chabot</td>
<td>ICT-DM</td>
<td>Francie Genz, <a href="mailto:francie@genzconsulting.com">francie@genzconsulting.com</a> *</td>
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<td>Brook Sinclair</td>
<td>2nd of the month Thursdays, 8-10</td>
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<td>wait and see</td>
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<tr>
<td>CCC</td>
<td>Counseling</td>
<td>Ed Aguilar Edward, <a href="mailto:edward.aguilar66@gmail.com">edward.aguilar66@gmail.com</a> *</td>
<td>Dona De Russo, <a href="mailto:dderusso@contracosta.edu">dderusso@contracosta.edu</a></td>
<td>Ed A or Lupe D</td>
<td>3rd Wednesdays 12:00 - 1:30</td>
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</tbody>
</table>

[http://eastbaycareerpathways.org/resources-2/](http://eastbaycareerpathways.org/resources-2/)
East Bay Career Pathways SMART Goals

By 2018, the following program elements and/or outcomes will be in place:

1. Pathway participants will benefit from equitable access to high quality K-14 college and career pathways with stackable credentials and multiple on and off ramps. (Pathway Development)

2. K12 districts will have access to at least two A-G academic core courses per grade level per pathway that integrate CTE standards from the pathway’s industry sector. (Pathway Development)

3. Pathway participants will graduate from high school with a minimum of three college credits in a CTE course or college and career readiness course. (Pathway Development)

4. Pathway participants will experience a continuum of WBL activities including career awareness, exploration, and preparation for employment. (WBL)

5. K-12s and Community Colleges will share student outcomes through data-sharing agreements. Community Colleges will establish and practice enhanced multiple measures to improve the accuracy of student placements. (Transitions)

6. Pathway participants will benefit from early exposure to, and completion of, the college assessment and orientation process to ease participants through the 9-14 career and college pathway programs. (Transitions)
OUSD/PERALTA Dual Enrollment Pilot: Key Features

- FREE to students*
- 9-12th graders**
- Enhances course offerings (no remedial courses)
- Dual credit (3 Peralta Units = 10 OUSD Units)
- Aligned to career pathways and/or college readiness courses
- Conveniently offered on campus
- During school day (mostly)

Accelerated path to and through college, saving time and money
- Introduction to and prep for college and careers
- Taught by Peralta faculty
- School pays books/materials, OUSD pays fees***
- OUSD & Peralta faculty working together on pedagogy and student supports

*As long as student is not enrolled in more than 11 units per semester
** Should be on track to graduate as determined by administrator

***If course minimum cannot be met the high school may have to pay the difference by the average cost per student (see Form C), otherwise the course will be cancelled
DUAL ENROLLMENT TOOLKIT

DUAL ENROLLMENT TOOLKIT: A RESOURCE FOR COMMUNITY COLLEGES AND SCHOOL DISTRICT PARTNERS

The Dual Enrollment Toolkit is a resource for secondary and community college partners. This resource will highlight and describe promising practices related to providing historically underrepresented high school students with opportunities to earn college credits at California Community Colleges (CCC) while they complete the requirements for their high school diplomas. The intent is to provide specific, concrete guidance and evidence to interested college administrators, faculty and staff who are planning to build partnerships with K12 districts to support dual enrollment efforts for this target population on their campuses and/or within their districts.

- Letter from CCCCO
- FAQ
- Decision Tree
- ISA/MOU/Partnership Agreement Checklist
- ISA/MOU/Partnership Agreement Samples
- Instructor Qualifications – Conversation Guide
- Instructional Minutes – Interview with CDE’s Wendi McCaskill
- Resources:
  - Legislation
  - CCCCCO Legal Advisories
  - College Documents
  - Research
Pathway structure: Dual Enrollment Challenge, Strategy, Questions?
Integrated Instruction
Integrated Instruction

- Student Learning Outcomes
- “Focus on one thing”
- Define criteria for a key pathway outcome
- Performance task or PBL
- Analysis of Student Work
- Reflection on Teaching and Learning
- Organizational processes for teams
Questions?